



# YSGOL Y PARC

## Positive Behaviour and Relationships Policy 2024 – 2025

## **Pupil Positive Behaviour and Relationships Policy**

At Ysgol y Parc the School's Vision, Values and Ethos form the basis of the Positive Behaviour and Relationships Policy.

Ysgol y Parc is invested in supporting the very best possible relational health between all members of our school community.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

### **OUR MISSION STATEMENT**

**'We grow and learn together for a bright future'**

**'Rydym yn tyfu a dysgu gyda'n gilydd er mwyn  
cael dyfodol disglair'**

### **OUR SCHOOL CURRICULUM AT YSGOL Y PARC**

A school curriculum is everything a learner experiences in school. When designing the curriculum at Ysgol y Parc, the needs of the learners are at the heart of our commitment. We work as a team to carefully consider **why**, **what** and **how** we teach.

### **OUR VISION**

To inspire all our children to have a love of learning. Enabling the development of skills which will provide them with the foundations to build their bright future in an ever-changing world.

### **OUR VALUES AND ETHOS**

**In Ysgol y Parc we believe that:**

- each child enriches our school with their individual talents and personalities
- each child should feel happy, safe and loved in our school
- each child should have a sense of belonging and identity that begins within their local community
- everyone should experience kindness and empathy in our school
- everyone is a learner and every experience is a learning opportunity
- all children should be confident to use their pupil voice to influence their own learning and exercise their rights
- we lay the foundations for life by offering a positive and rich experience for all of our pupils
- we inspire all our children to have a lifelong love of learning
- we have high expectations for everyone in school



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## 1 AIMS AND EXPECTATIONS

1.1 It is a primary aim of our school that every member of the school community feels valued, loved and respected, and that each person is treated fairly and with **EMPATHY**. We are a caring community, whose values are built on empathy, mutual trust and respect for all. We believe that building positive **RELATIONSHIPS** is key to maintaining good behaviour and successful learning. The school's positive behaviour and relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels understood, important, respected and loved.

1.2 The school has a number of school rules (called Our School Promises), but the primary aim of the positive behaviour and relationships policy is not a system to enforce rules. It is a means of promoting empathy and good relationships, so that people can work together with the common purpose of helping everyone to grow and learn together.

1.3 The school expects every member of the school community to behave in an empathic and considerate way towards others.

1.4 We treat all children fairly, with kindness and **empathy**. We apply this positive behaviour and relationships policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, empathic, kind, responsible and increasingly independent members of the school community.

1.6 The school promotes good behaviour, kindness and **empathy** with praise and encouragement, as it believes that this will develop an ethos of kindness and **empathy**.

1.7 As a school we follow the Trauma Informed Schools Approach (TIS). We foster relationships and we understand that there are reasons for negative behaviours. We do not 'shout' and we do not 'shame'.

1.8 We use the TIS approach of the P and the three R's – PROTECT, RELATE, REGULATE and REFLECT.

### PROTECT

This is a focus on not only the physical environment but relational environment both at home and school. It requires adults to be emotionally regulated so they can provide a calming influence for a child when they are overwhelmed by an event, situation or feelings.

We can protect by using a playful tone to our voice, accepting the child's feelings, being curious about their emotions or behaviours and showing them empathy.

### RELATE

Humans are wired for relationships. The ability to form meaningful relationships is key to good mental health and happiness. We can only truly develop ourselves through relationships with others. This sometimes means meeting the child in pain as well as joy.

### REGULATE

There are 4 key principals to support a child regulate their feelings and behaviours:

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- 1) Stay with the child. Time in with an adult rather than time out.
- 2) Listen to the child
- 3) Affect labelling-this simply means helping the child find words for their feelings
- 4) Mental state talk-When they are having big feelings, talk them through it. Match their energy not their emotion.

### REFLECT

Reflecting is about having conversations with a child that support their emotional and mental health. It supports the child make sense of their life and develop a language for emotions.

## **2** PRAISE

2.1 At Ysgol y Parc we have eliminated rewards as we believe that children do not need 'prizes' to encourage positivity and learning. Instead, we use praise and discussion. We praise children for positive behaviour in a variety of ways:

- \* Teachers congratulate children on a daily basis;
- \* Children are praised for following Our School Promises
- \*The headteacher is visible around the school and continuously praises positive behaviour, positive actions and kindness.
- \*Where possible, negative behaviour is ignored, whilst positive behaviour is given the attention instead
- \*Where negative behaviour cannot be ignored, we use the TIS approaches of WINE and PACE
- \*Positive achievements are shared with parents via Seesaw
- \*Assemblies promote kindness and positive behaviour

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

## **3** PROCESSES

3.1 The school uses a number of 'processes' to encourage learners to follow Our School Promises, and to ensure a safe and positive learning environment.

STAGE	PROCESS
1.	Pupil is reminded of Our School Promises
2.	Reflection time with an Emotionally Available Adult
3.	Be curious: Discuss with parents and behaviours and what might be causing them. Support action plan between home and school.
4.	Classroom staff to implement various strategies and monitor
5.	Discussion with TIS coordinators/ALNCo
6.	Classroom observations by TIS coordinators/ALNCo
7.	Involvement of external advice.

3.2 The class teacher discusses Our School Promises with each class and regular reminders are given.

3.3 The school does not tolerate bullying of any kind. If we discover that bullying is taking place, we act immediately to stop any further occurrences of such behaviour. The school has a separate ANTI-BULLYING POLICY.

3.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. The school has a separate policy on the use of Physical Restraint.

3.5 The school staff are trained to be CURIOUS about behaviours. There is always a reason for negative behaviours.

3.6 Staff are ACEs aware. We keep a wellbeing register for each class highlighting where a pupil has four or more ACEs. We also highlight each pupils' level of emotional need which aids staff when dealing with negative behaviours.

3.7 Staff are trained to use PACE and WINE

3.8 Staff are trained to use their voices in an appropriate manner and to use facial neutralisation so that they do not trigger learners' social defence systems

#### **4 THE ROLE OF THE CLASS TEACHER**

4.1 It is the responsibility of the class teacher to ensure that Our School Promises are understood and followed in their class, that their class behaves in a responsible manner in class and around the school, and that Our School Promises are promoted.

4.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all learners TRY THEIR BEST.

4.3 The class teacher treats each child fairly and promotes Our School Promises consistently. The teacher treats all children in their class with kindness, empathy, respect and understanding. **RELATIONSHIPS** are key to positive behaviour.

4.4 All incidents are recorded and logged on CPOMS. Where appropriate action is needed this will be followed up by a member of the SLT.

4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

4.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **5 THE ROLE OF THE HEADTEACHER**

5.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

5.3 The headteacher keeps records of all reported serious incidents of negative behaviour or bullying on CPOMS

5.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of negative behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **6 THE ROLE OF THE PARENTS**

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 We explain Our School Promises in the school prospectus, and we expect parents to read these and support them.

6.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable processes to deal with a learner's behaviours, parents should support the actions of the school. If parents have any concern about their child, they should initially contact the class teacher.

6.5 We expect parents to demonstrate positive relationships between home and school treating all staff with respect.

## **7 THE ROLE OF THE GOVERNORS**

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

7.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **8 FIXED-TERM AND PERMANENT EXCLUSIONS**

8.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also

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8.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

8.5 In the event of a fixed term exclusion the governing body has a Pupil Disciplinary and Exclusion committee which is made up of three members of the full Governing Body. This committee will then consider any exclusion appeals on behalf of the governors.

8.6 When an appeals panel meets to consider an exclusion, they will consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **9 MONITORING**

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 An electronic record keeping system called CPOMS is used for recording incidents and safeguarding concerns.

9.3 The headteacher must keep a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **10 REVIEW**

10.1 The governing body reviews this policy annually or if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This Policy was review by the Governing Body in October 2022. Further changes were added in November 2022 in order to ensure that the policy followed the Trauma Informed Approach. School staff have been able to contribute to the changes. The Governing Body has implemented a separate Anti-Bullying Policy. Both Policies will be reviewed in October 2023.



## APPENDIX 1

### Trauma Informed Schools

#### How to use WINE / PACE

## Try using WINE when talking to children

- Wonder
- Imagine
- Notice
- Empathise

*I notice you are not finding it easy to do your picture*

*I wonder if that's because something is worrying you...*

*I'd imagine it's hard being away from home at the moment....*

*What would help you with this? Shall we try?*



### Playfulness

- Playfulness in interactions can diffuse conflict and promote connection  
E.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



### Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



### Curiosity

- Being curious to where a behaviour has come from (in your head or out loud-)



### Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated



## APPENDIX 2

### Being ACEs aware

# What are ACEs and protective factors?

- **At Walse we have tried to ensure that all teachers** have an awareness of ACEs (Adverse Childhood Experiences) and the impact these can have on children's mental and physical health.
- The ACE study is one of the biggest Public Health studies of all time (17,000)
- It found that adverse childhood experiences are a leading determinant of the most common forms of physical illness (e.g. cancer, diabetes, heart attacks) mental illness (e.g. depression and anxiety) and early death in the Western World

**67%**  
of the population  
have at least 1 ACE



## Adverse Childhood Experiences (ACEs)

Forms of ACEs include:



### Maltreatment

i.e. abuse or neglect



### Violence & coercion

i.e. domestic abuse,  
gang membership,  
being a victim of crime



### Adjustment

i.e. migration, asylum  
or ending relationships



### Prejudice

i.e. LGBT+ prejudice,  
sexism, racism or disablism



### Household or family adversity

i.e. substances misuse,  
intergenerational trauma  
destitution, or deprivation



### Inhumane treatment

i.e. torture, forced  
imprisonment or  
institutionalisation



### Adult responsibilities

i.e. being a young  
carer or involvement  
in child labour



### Bereavement & survivorship

i.e. traumatic deaths,  
surviving an illness  
or accident

**APPENDIX 3**  
**BE CURIOUS**

# Curiosity

*'Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?"*

- Active interest in their experiences and what happens in their lives.
- A wish to help the child and make sense of what has happened.
- Help them to clarify their thoughts and feelings **'Will you help me understand'**.
- Gives the child a voice.
- Opposite of giving lectures which shuts down/shames but we don't learn anything.
- Necessary to ponder aloud until words are put to it – ***Is it ok if I guess, tell me if I'm wrong, let me think again... I'm trying to piece this together for you....***



#

# Empathy

When we are consistently and repeatedly emotionally responsive to children then top-down inhibitory brain pathways calm the reptilian part of our brain and its primitive impulses of flight and fight.

Children are better able:

- **To learn**
- **To use life well**
- **To concentrate**
- **To enjoy relationships**
- **To be kind to others**



[Brene Brown - Sympathy vs Empathy](#)

Click on the link to watch the Brene Brown video on Empathy v's Sympathy

<https://www.youtube.com/watch?v=1Evwgu369Jw>

